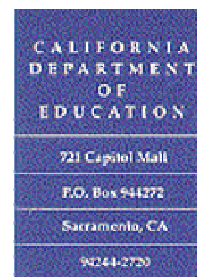




DELAINE EASTIN
State Intendent of Public Instruction



September 7, 2001

Ms. Donnalyn Jaque-Anton, Associate Superintendent
Los Angeles Unified School District
450 North Grand Avenue, Room H-119
Los Angeles, CA 90012-2175

Dear Ms. Anton:

This letter is to follow up and clarify the agreements we made at our meeting on July 19th. We agreed that CDE's focus for corrective action will be on systemic non-compliant items that surfaced in the four local districts, B, D, H and I, that we have reviewed by either verification review or CCR self review. The items surfaced systemically in all four local districts and are generally clustered into the OSEP identified areas of: Least Restrictive Environment (LRE), Secondary Transition, Related Services (Speech and Language), IEP timelines, and items related to the identification, assessment and development of appropriate linguistic goals for English language learners (ELL).

I want to clarify that while our focus is on those systemic issues, the district must provide CDE with it's plan to correct non-compliance at the school and student level. I am available to meet with you at your earliest convenience to discuss what that plan might be and what CDE expects as evidence of correction.

We further agreed that LAUSD will provide CDE with a quarterly report, by the last day of October, January, April and July, on it's progress toward correction of the systemic items mentioned above. The report will detail action plans and activities designed to correct the systemic non-compliant issues listed above including:

- a. professional development activities including agendas, dates and locations,
- b. policy or procedures designed to correct the non-compliant areas listed above and,
- c. a random sample of recent student IEPs from Local Districts D, H, B and I that reflect one or more of the systemic areas of non-compliance; each local district will submitting 5 samples each along with parent contact information.
- d. Additionally, a progress reports on the Corrective Action Plan for delivery of Speech and Language services including: a.) policy, procedures and plans to deliver speech and language services to all identified students and b.) the number of students receiving and not receiving speech and language services as indicated in their IEP.
- e. And, a progress report on the implementation of the Corrective Action Plan for Secondary Transition including: a.) policy, procedures and plans to ensure that appropriate transition plans are developed and identified in student's IEPs and b.) the number of students eligible for transition services (14-years-old and above) who are receiving and not receiving transition services as indicated in their IEP as well as parent contact information.

Attached is a spreadsheet that details the item numbers, findings and corrective actions for the systemic non-compliance mentioned above, as well as other systemic non-compliant items found in the four reviews. Again, I am available to meet with you to discuss and plan appropriate courses of action.

Sincerely,

Diana Blackmon

cc: Bob Evans, Administrator FMTA 1
Carl Kirchner, CDE Consultant
Romero Gogue, Director
Los Angeles Unified School District Special Education Compliance